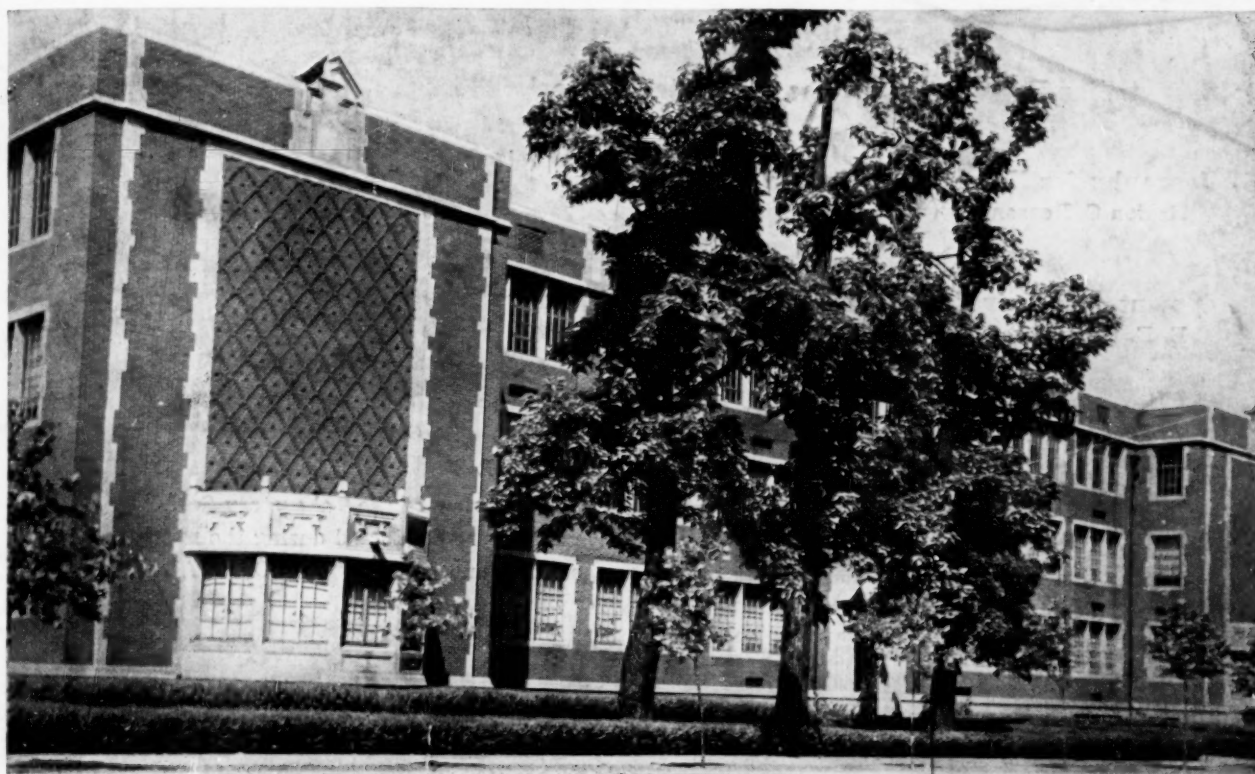
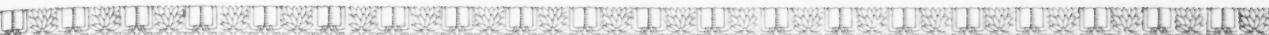


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CONTENTS

Nutrition Education Workshop Madelyn Crawford	Page 49
The Laboratory School and the Workshop Mary D. Reed	Page 50
Project Teaching on an Institution-Wide Basis Mary Alice Banks	Page 52
Suitable Nutrition Experiences for the Elementary School	Page 54
A Bibliography for Nutrition Education Marion C. Benson	Page 61
Development of a University within a Public-School System E. E. Oberholtzer	Page 69

THE JANUARY COVER

This month's cover picture is one showing a front view of the Laboratory School. It was here that most of the studies and experiments were conducted during the nutrition workshop which was held on State's campus last June. The January JOURNAL is devoted to that workshop.

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Nutrition Education Workshop

Madelyn Crawford

Miss Crawford, Acting Chairman, Department of Home Economics, presents here the activities of her department in connection with the nutrition workshop.

The fact that "the best-fed nation in the world" has a large number of its people suffering from inadequate nutrition led two government agencies to make possible a nationwide workshop in nutrition education on Indiana State Teachers College campus, June 14 to 28, 1944. These two agencies were the United States Office of



Education and the Nutrition Programs Branch of the War Food Administration. The War Food Administration is primarily concerned with adjustments in diets to insure a high level of nutritional status in wartime, but it recognized the need for an understanding of nutrition and the development of good food practices at the elementary-school level to bring about these adjustments in diet. The United States Office of Education has been working since the National Nutrition Conference of 1941, to develop a strong nutrition program for elementary-school children. This emphasis on the improvement of the nutritional status at the elementary level was due to an appreciation of the fact that it would be better to establish good eating habits in the young than to try to change the habits of adults, and that since a very small proportion of our people attend high school and college, a much higher percentage of the total population would be reached through the elementary school. Since their objectives were so closely related, these two agencies united their

efforts in sponsoring the work.

One of the specific goals of home economics education in Indiana has been the promotion of programs that will result in better nutrition for the family. This has been done chiefly by attempts to promote and improve the school-lunch program and to encourage nutrition education at all age levels.

The state requirements for the elementary-school teachers provide for the education of teachers in the area of nutrition and the Home Economics Department of Indiana State Teachers College has been active in promoting this program. One staff member has a background of elementary-school teaching combined with home economics. A second staff member has done research on the teaching of nutrition at the elementary level. So with the co-operation of our elementary department, other college departments, and our administrators, this college was prepared to work with the United States Office of Education and the Nutrition Programs Branch of the Office of Distribution, War Food Administration.

Mrs. Mary Alice Banks of the Home Economics Department and Miss Helen Mackintosh, senior specialist in elementary education of the United States Office of Education, were co-directors of the workshop. Miss Vivian Drenckhahn, Field Consultant, represented the Nutrition Programs Branch of the War Food Administration. Other Indiana State Teachers College Staff members of the workshop committee were:

Marion Benson, Itinerant Teacher Trainer, Home Economics Department.

Fay Griffith, Associate Professor of Education.

Joy M. Lacey, Director of Elementary Education.

Mary D. Reed, Assistant Director, Division of Teaching, The Laboratory School.

Madelyn Crawford, Acting Head, Home Economics Department.

Co-operating Librarian — Hazel Armstrong — College Library.

Co-operating Visual Education Department Member — Velmer Tatlock.

Co-operating Cafeteria Director — Mrs. Mary Lou Knebel.

Co-operating critic teachers of the Indiana State Teachers College Laboratory School.

Other staff members of the United States Office of Education were:

Arthur H. Steinhaus, Chief, Division of School Health and Physical Fitness.

Rua Van Horn, Federal Agent, Home Economics Education.

Mildred Osgood and Nelle McCalla of the Indiana State Teachers College staff assisted in the preparation of materials for the workshop. A social committee planned recreational activities which helped the people to know and understand each other and to establish an informal relationship.

It was decided that the workshop would be most effective if the group consisted primarily of teacher trainers from the fields of science, health, social studies, home economics, and others whose work contributes to nutrition education. Invitations were extended to colleges which had outstanding programs in elementary education or home economics education, in each of the five regional areas through which the Nutrition Programs Branch of the Office of Distribution, War Food Administration operates. Two people were asked from each institution in the belief that two people sharing the experiences and responsibilities of the workshop would be able to make use of the findings in their own institution more effectively than if only one person had participated.

During the last two days, administrative personnel from the colleges, state departments of education, and

(Continued on page 72)

The Laboratory School and The Workshop

Mary D. Reed

Usually, when most or all of an issue is devoted to one theme or department, a one-page editorial introduction precedes the rest of the subject matter. However, since the success of the nutrition workshop was due not to the efforts of any one department alone, but to the combined efforts of two, we thought it wiser to let a member of each department write an introductory article about the activities of her staff and the inter-relation of the two.



The following paper was prepared by Miss Reed, Assistant Director, Division of Teaching at Indiana State. In it she tells of the part played by the Elementary Department and the efforts of the other teachers at the Laboratory School to make the workshop the success it was.

In considering the contribution which the Laboratory School could make to the nutrition workshop, the planning committee agreed that it might provide an opportunity for the participants:

To observe children engaging in nutrition experiences at various grade levels.

To study a school lunchroom situation from the standpoint of its educational possibilities.

To study equipment, supplies, and visual aids which might prove worthwhile in developing a nutrition program.

To work with teachers and children when such assistance would be mutually beneficial in the nutrition education program.

THE SCHOOL SITUATION

The elementary division of the Laboratory School includes, during the five-weeks summer session, kindergarten and grades one through eight. Tuition is free. School opens at 8:30 in the morning and closes at 11:50.

The children who attend are usually those from homes of working mothers or those "whose class work needs strengthening." Often a classroom represents, as it did this summer, ten or more different schools. This in itself is a problem, but the teachers, usually those from the regular staff, have learned to make a fresh approach to the work of the grade and through providing first-hand experiences to reach the interests of the children.

There were additional problems this summer. The home-economics instructor and three of the grade teachers were new to the staff. This meant that they must spend time becoming acquainted with the physical plant. The school was open for enrollment on Monday and the workshop group would be ready to observe on Thursday. How could nutrition activities be planned so that observations would be worthwhile?

STAFF PREPARATION

To plan the nutrition education activities, the staff met with Mrs. Banks; college co-ordinator of the workshop. Each teacher examined the curriculum content for her grade from the standpoint of discovering possible nutrition emphases. Each was provided with a copy of the nutrition section of the State Health Course of Study, which contains a suggested grade placement of desirable nutrition atti-

tudes, knowledges, and habits. Copies of three U. S. Office of Education Bulletins, *The Road to Good Nutrition*, *Nutrition Education in the Elementary School*, and *Making School Lunches Educational* provided the



Fifth graders learning about steam cookery.¹

basic nutritional principles and offered many profitable teaching suggestions. A Seven Basic Foods Chart provided criteria for food selection.

As a result of this initial conference and a study of materials, each teacher selected one particular unit of work. Then, as a group, they decided that all teachers should encourage these particular food habits:

Eating a variety of food.

Trying new foods.

Drinking milk.

Eating all the food on ones plate.

These are the courtesies which were to be emphasized in all groups:

Washing hands before eating.

Using tools properly.

Saying "please" when asking for food.

Chewing food quietly.

Visiting about pleasant things.

The co-operation of parents was to be encouraged. The time to be devoted to nutrition activities was 8:50-9:50. The lunch was served at 11:50 at a cost of fifteen cents per child, with the additional expense being subsidized by the college.

GETTING UNDERWAY

On the day of enrollment each pupil took to his parents a letter designed to explain the summer program

¹All pictures reproduced in this issue were taken during the workshop and released through the U. S. Office of Education.

with its particular emphasis on nutrition and to announce the plans for the noon lunch. The response to the luncheon invitation was highly satisfactory, for a capacity attendance of fifty was assured.

The staff attended the general workshop meeting and was introduced. The attitude of the entire group was so friendly and understanding that any fear of observation was dissipated. The workshop group agreed that the experience of seeing the problems which would be revealed in initial activities would be helpful to them in setting up programs in their own areas.

From that day on, each morning found workshop participants observing or working with the children and teachers. As observers they were intelligent. As participants there were no tasks which they were not willing to do. They walked in the hot sunshine to identify growing vegetables. They went to the market and helped to carry the sacks of vegetables. One, a science teacher, demonstrated steam cookery to interested fifth graders. All took turns acting as hosts, hostesses, or guests at lunch time, and by their graciousness encouraged it in the children. Still others provided information needed by pupils in solving their problems.

THE NUTRITION UNITS

Mrs. Hilma Weaver—Kindergarten. *Feeding pets.* Assuming the responsibility for the dietary needs of the pet canary and the gold fish grew out of a study of the food habits of pets.

Miss Mary Wilson—First Grade. *Helping Mother with the Meals.* Discovering ways of helping in food preparation and serving added importance to eating for these children.

Mrs. Helen Miller—Second Grade. *Community Workers Who Help Us Get Our Food.* Discovering all the people who help in the growing, harvesting, and marketing of food led to an appreciation of the importance of this labor.

Mrs. Joy Ellis—Third Grade. *Selling Fresh Foods.* Purchasing, preparing, and selling fresh vegetables and fruits from their "Protective Wagon" was an important service to the customers.



Kindergarten children enjoying a part of the diet previously prescribed for their pet canary.

Mrs. Olga Combs—Fourth Grade. *An Experimental Breakfast.* Discovering to what extent fourth-grade children can prepare and serve an adequate breakfast was the purpose of this experiment.

Miss Anne Carle—Fifth Grade. *Meal Planning.* Using the Seven Basic Foods Chart as a basis for selecting foods, and learning to prepare them by various methods made meal planning a profitable project for these pupils. The Portable Kitchen proved its worth as equipment for this situation.

Miss Hallie Smith—Sixth Grade. *Food Production in the United States.* This unit involved study of food production areas, of types of foods raised and the elements that give them nutritional value.

Mr. Fred Harris—Seventh Grade. *Freedom from Want.* One of the Four Freedoms basic in a democratic way of life. The phases of production and utilization of foods received chief consideration.

Miss Ruth Campbell—Eighth Grade. *Grains Grown in Indiana.* A study of Indiana is a required eighth-grade unit. The study of cereals grown in Indiana led to an appreciation of the contribution of this state to the world-food supply.

THE LUNCH ROOM

Miss Margaretta Payne and her two student teachers were responsible for the noon lunch. They served fifty children from grades one through six daily. It was in the lunchroom situation that changes in attitudes toward certain foods were revealed. Improvement in table manners was evident. In this situation too, the workshop participants came to know the children and to influence their behavior by careful attention to their own.

RESULTS

Two weeks is a short period in which to expect results, and yet the workshop group and the Laboratory School staff would agree that:

There is a value in seeing the problems which arise in the initial stages of a project and in experimenting with various methods for solving them.

It is possible to change dietary practice in a very short time when conditions are favorable.

An adequate nutrition program in the elementary grades requires some equipment and money for supplies.

The portable kitchen is a useful piece of equipment.

Visual aids are valuable, but first hand experience with foods is even more important in improving food habits.

Parents are appreciative of efforts to help them solve their children's food problems as the following note from a mother indicates: "I have tried to teach food habits and courtesies, but seeing other children and teachers with the same ideas has helped my child, and she is influencing a younger child who didn't have the opportunity to attend."

Project Teaching on an Institution-Wide Basis

Mary Alice Banks

Mrs. Banks, co-director of the nutrition workshop, is Instructor in Home Economics. Much credit belongs to her for her efforts to make the weeks of June 14-28, 1944, two which will be remembered for some time here on the campus of Indiana State and by all of the participating members from other colleges.

The organization, administration, and supervision of the nutrition education workshop at Indiana State Teachers College in June, 1944, is an excellent illustration of project teaching on an institution-wide basis.



A working staff of Indiana State Teachers College faculty members, made up of members from both the elementary and home economics departments of the college, planned the facilities to be available for the workshop participants. After a preliminary meeting with a representative of the U. S. Office of Education, each staff member felt that she could contribute most by assuming certain responsibilities in relation to the organization.

Living accommodations were investigated first, and arrangements were made with local hotels and private homes to furnish rooms at a reasonable cost for the duration of the workshop period. Since the school is located very near the business district, the hotels were near at hand which made a very desirable setup, as no hotel was farther than three blocks away. The college cafeteria could very easily supply food and made available private

rooms to accommodate the group at mealtime. Living accommodations proved to be very satisfactory.

Housing facilities for the various meetings of the workshop group were arranged by one staff member, as was the registration on the morning of June 14. Student guides were provided for arriving members. Both city and campus maps were furnished along with material concerning each participant. Also, at registration time reservations were taken for three planned recreational activities, the first of which occurred later the same day. This was planned for the purpose of enabling all personnel to become better acquainted with one another. The College Lodge, seven miles south of Terre Haute, was the scene of the affair. The college bus was made available for transportation.

Since observation and work with children was to be of prime importance, the Laboratory School supervising teachers in the elementary grades were consulted by another member of the appointed staff as to proposed units at various grade levels which might be in operation. Each teacher in the grades, including kindergarten, had some contribution to make and co-operated by devoting each morning from 8:30-9:30 to subject matter and experiences related to nutrition education.

A fourth-grade teacher had found a breakfast unit desirable for her group of children, and plans were completed to carry on such a project during the workshop period.

A school lunch was also initiated for grades one through six. In this and the above mentioned project, workshop participants were to have oppor-

tunity to share as was found desirable by the group.

The kindergarten group found a pet canary both fascinating and educative. The pet had to have a bath and be fed each day. Feeding the proper foods to keep him healthy was a major responsibility, and when one day it was found that hard-cooked egg yolk was good for the pet, every child sincerely wanted a hard-cooked egg too. The following day found the five-year-olds busily preparing eggs for mid-morning lunch.

First graders learned to help mother in many ways. The school lunch furnished opportunity for studying and practicing good food habits. A summary chart read:

Eat what Mother thinks is good for you.

Clean your plate.

Eat nicely so that Mother and Daddy can enjoy their food, too.

Grade two studied helpers in the community and learned through experiences with real foods to appreciate those who work in growing all types of crops which we need to keep us healthy.

Emphasis upon protective foods and their importance to good health led the third-grade group to want to share with others the foods which keep us healthy. A "Protective Wagon" was set up, from which various groups were given the opportunity to buy each day. Experience in buying, preparing, tasting, and developing a liking for raw fruits and vegetables were emphasized.

Simple meal planning, with some preparation, seemed to be the interest of the children of the fifth grade. *The Chinese Children Next Door*, by Pearl Buck, set the stage. The Tea House, a new type of place to eat, led to the discussion of likes and dislikes of foods and hence to methods of preparation as one explanation of dislikes. Among others, steaming of foods was one method of cooking unfamiliar to many children. After a movie on methods of cooking foods, some experiments with steam were tried and then transferred to food preparation. Foods cooked by steam and seasoned

Teachers College Journal

were liked by many children who had thought that the particular food was among his dislikes. Other methods of cookery were to be practiced and finally utilized in meal preparation by the children with the aid of a portable kitchen in their room.

Nutritional values of foods for people of the United States in the post-war period were studied and identified by the sixth-grade group. "Freedom From Want" in relation to the American way of life was the basis for the following points in the seventh-grade room:

- a. Investigate to find *how* foods may be utilized.
- b. Investigate to find *if* foods are being utilized.
- c. Develop, where possible, methods leading to the utilization of foods.

Grains grown in Indiana served as a springboard to the eighth grade for the study of comparative value of cereals which we eat. A breakfast party followed, at which time various types of cereals were served and discussed. The comparative cost at various stages of refinement of each cereal was related to the food value of each. A great deal of pupil investigation served to guide the conclusions made by the group.

After observation in any of the above rooms or participation in the breakfast, the participants met in Room 205 of the Laboratory School, a room large enough to accommodate the group and also materials brought by the participants which were used in discussion for group meetings. Tables for exhibits and tables for participants were provided. Each morning at 9:40, the entire group met here for discussion of problems, the observations made, and for further planning. Many discussions in relation to children in the various activities took place. Group-meeting rooms in the Laboratory School were provided when small working groups wished to meet in committee.

Not only did the Laboratory School furnish an opportunity for observation, but a college class, meeting regularly each day in the home econom-

ics department of the college across the campus, was engaged in working on the problems of home economics for the elementary school. Among activities being carried on in the class were a "cooking club" for elementary children, in which both the instructor and the students in the class participated; a rat feeding experiment, with emphasis upon child activity in relation to it as a learning experience for children; and other activities for the furtherance of nutrition education in the elementary school. The college class also engaged in food preparation, in which was involved the planning and preparation of meals at vari-



Third-grade children with their "Protective Wagon."

ous income levels with a great deal of emphasis upon home-produced foods as a means of furnishing better diet for less money.

The children's "cooking club" met three times during the workshop, at which time planning, preparing, and eating a good lunch for children was a means of teaching the importance of a good lunch. It also was a good device for teaching some principles of preparation, especially victory-garden vegetables, at the present time. The "cooking club" for children has been an after-school activity for children of the Laboratory School for some three years, being carried on in the college home economics department.

The science education class also furnished for the workshop a series of science experiments suggestive of

nutrition education at various grade levels. These furnished impetus for some participation by those interested in science as a means of nutrition education. One example was the lesson with steam, in which some workshop participants co-operated.

For the purpose of saving the time of the workshop group and facilitating committee group work, the college librarian co-operated in bringing together in one room the available library materials and books. This room was used by committee groups and proved to be very helpful.

Educational movies were made available for the workshop and were shown on several evenings during the workshop. These films were very valuable in that they provided clarification through discussion of elementary-school practice and nutrition information through visual education.

Held on the campus during the workshop period was a publishers' book exhibit, which provided opportunity for a survey of the books in the field.

The college bus proved to be quite an asset to the success of the workshop, as many off-campus facilities were made available through its use. The bus made transportation possible for the group to visit the Terre Haute penicillin plant, one of the largest in the country.

Among other available resources enjoyed by the group were the Student Union lounges, a nearby art gallery, many churches in the surrounding community, and various clubs utilized by some members of the group. There were opportunities for swims in the college pool and tennis on the campus courts. Offices for staff members, typewriters, and typing and mimeograph services contributed to the efficiency of group work and development of committee reports. All of these facilities made for a well-rounded program.

ATTENTION ALUMNI

Due to a change in alumni secretaries, we were unable to secure copy for this month's NEWS DIGEST. We hope to resume publication in the March issue.

Suitable Nutrition Experiences for the Elementary School

Project teaching was first used by that name in the field of agricultural education, from which it spread to other practical and fine arts and to academic subjects. The present article suggests applications of project teaching to nutrition, calling it "experiences."

This is the final report of Committee III as it was presented to members of the workshop, administrators, and elementary supervisors during their two-day combined discussions, June 26 and 27. Working on this committee were: Helen M. Evans, Ohio University, chairman; Inez Crews, Southwest Texas State Teachers College; Hazel Klink, University of Utah; Arlene J. Pinkham and Mollie Wild, State Teachers College, Plattsburg, New York; and Marion Warner, Vermont State Department of Education.

GENERAL INTRODUCTION

More and more it is becoming evident that we must preserve and promote health through the use of wholesome nutritious foods, right living, and faith in self. We know that we must begin with the child in his formative years if we are to influence his attitudes and choices. Given a healthy body and wholesome living, one has unrealized sources of energy. Research points to the facts of soil depletion in varying areas. Our schools should keep this in mind and help our children find ways to determine the nutritional value of foods raised in various soils. Also, ways of rebuilding soil would be a challenging and worthwhile problem. Experiments with vegetables grown in reclaimed soil with some vegetables grown in depleted soil might help us locate some causes of malnutrition.

Our schools should make for an understanding of and a use of scientific findings which promote health. It should be possible for every child to grow physically, mentally, emotion-

ally, and socially in such a way as to be able to solve effectively the problems of living. In being a worthy citizen, each child needs to have a feeling of security, meet with success, be able to plan and carry forward plans in relation to wholesome experiences, and to be free from strain. Also, children should gain an appreciation and understanding of the production, care, selection, and preparation of food. First-hand experiences in growing, buying, preserving by various processes, as canning, drying, salting, and storing food, should be afforded all children. All growth is based on the cycle of food, rest or relaxation, work and play. All of these should be an integral part of the school living of children.

The creating and maintaining of desirable food habits may be developed in many original ways. Each experience should be weighed and planned in accordance with varying community resources which are used as instructional materials, such as, canned or powdered milk where fluid milk is not available, oleo rather than butter, soy products where meat is scarce.

An individual is educated from the standpoint of nutrition:

When he finds greater satisfaction from eating foods that are good for him than he does from eating those which are less good for him.

When he has learned to regulate his body functions by use of foods.

When he is able to regulate safely his body weight within limits controllable by diet.

When he has an attitude toward life that is conducive to the best digestion and utilization of foods.

When he is concerned about im-

proving the health conditions in his own community.

To support and direct these modes of thinking and acting, the individual needs:

A satisfying amount of understanding about foods, a liking for a variety of foods, and a willingness to try new foods.

Freedom from food superstitions. Ability to analyze and evaluate food advertising.

Recognition of dietary requirements by groups: age, sex, occupation, etc.

The following are records of experiences as developed at the various growth levels. Many of these, such as those on school lunches and gardening, are suitable and desirable for all growth levels if emphasis in the learnings is varied accordingly. Learning should be based on scientific facts for all growth levels differing in degree rather than kind.

No attempt has been made to give specific techniques or aids for carrying forward the various experiences which are described or listed. The manner in which these suggested experiences should be utilized will depend on the resources available in the locality in which they are used and the background and experience of the teacher.

I. SUGGESTED EXPERIENCES—FIVE- TO EIGHT-YEAR-OLD CHILDREN

The science of health should permeate the child's day and be an integral part of all of his living, at school as well as at home. The teacher together with other health agents help the child develop a favorable attitude and a growing consciousness toward good health.

Since children do not inherit a tendency to observe health requirements, the school has a responsibility of helping children cultivate good health through eating wholesome foods, through resting, working, and playing in the sunshine.

Experience One: Gardening

In gardening there was opportunity for exploring, manipulating and finding the answers to the many whys of the young child. Digging and garden-

ing are activities related to common interests of the Kindergarten child. At this age seeds beginning to grow hold the interest and lead the child on to seeing why they grow. Planting some seeds in the ground and some in cotton which was kept moist, helped the child to become conscious of the fact that seeds to grow strong plants must have water and food. The question of "What do I need to make me grow?" was asked. From there the child wanted to raise such simple foods as lettuce and onions.

Later the care of a pet rabbit led to raising food for it. Such questions as, "What foods does the rabbit eat?" "Where can we get these foods?" "Could we raise them?" were asked. In raising food for the pet rabbit, the child grew in being a responsible person because he had a purpose which guided his activities. The need for cleanliness in keeping the rabbit well was a vital part of the child's learning. The child soon realized that if these things were good for his pet they should be good for him.

Gardening for the seven- and eight-year-old children came in response to such questions as: "Why can't we raise some food for our 'Hot Dish'?" "Can we raise some lettuce and have a party?" "Where do our vegetables come from?" Having decided to have a garden there were many questions as, "What do we want to grow in our garden?" "How many different things can we grow?" "How much ground do we need for our garden?" We decided to raise only tomatoes. Then we planned how much ground we needed. In doing this planning we read to find out how far apart the rows should be and how close we could set our plants. We found we could set the plants closer if we staked them. We took our yardstick and measured the four corners of our plot of ground. When the garden had been plowed, disked, and harrowed, we measured our rows and marked where the plants were to go. The plants were set out in the late afternoon. Because the sun was very hot and we had little rain, we made paper caps to put on our plants. Three days after setting out

our plants, it began to rain and then turned cold. When we were able to get into our garden, we found little bugs eating holes in all the leaves. We rushed to our room, began looking through our gardening books and pamphlets on tomatoes. The pest was described but not too clearly. We wanted to be sure so we called our County Extension Agent. He came and verified our findings. It was the flea beetle. We were soon rid of them, because a committee hurried to the store and bought some rotenone to feed the little black bugs. We had decided to stake our plants but found that stakes were expensive and we had no money. We located a woods in which there was much new growth of little saplings. A committee of children went to see the owner to see how much he would want for some of these young saplings if we cut out the ones that were too close to mature and piled the small limbs which were trimmed. He gave us our poles because he said our thinning the saplings would make it possible for the good timber to develop. For many days different committees went with saws, hatchets, and yard sticks and brought back poles. Finally we had our tomatoes staked. We read where we must sucker plants in order to have large perfect tomatoes. From reading our books, we weren't quite clear as to how this should be done. We invited a gardener in to show us the right way of suckering tomato plants. We read that our plants should be mulched in order to keep the soil around our plants from becoming so dry that our plants would die. We went into the country and got straw for this.

Thrills! Just before school closed our tomatoes began to ripen, big, red shining ones. Was there any question as to whether the children wanted to eat them? What did we do about the tomatoes during vacation? Voluntarily, twenty-six children came back during their vacation time to can the tomatoes. The children participated in all phases of the canning but the tightening of the jar lids. We canned 164½ quarts of tomatoes during our vacation. These tomatoes were used the

next fall and winter in many different hot dishes to supplement the lunches brought from home. From the children who had helped with the gardening and the canning came such remarks as, "Gee, I never knew tomatoes were so good." "If you just eat them once you'll see how good they are." The caring for and canning of tomatoes had given these children desirable attitudes toward the tomato as a food.

Experience Two: Supplementing School Lunches

A dish to supplement lunches brought from home was an outgrowth of social studies — "Foods in Our Community." The situation was that out of a group of thirty children, from twelve to fifteen brought lunches from home. Some of these children had to ride an early bus and went home on the last bus in the afternoon. The room was small. There was an electric plate in the room. The desks could be moved or made into a table. Types of food grown in the community were beef, pork, lamb, poultry, milk, cereals, fruits, and vegetables. Different kinds of cereals, fruits, and vegetables were brought to the room by the children. After these foods were classified according to the seven basic food groups, it was suggested that some of them be eaten.

The food that was to be eaten was prepared by children and eaten as mid-morning lunch. A child who brought lunch every day had enjoyed eating with a group and suggested a picnic.

The picnic was planned by the children. Each child brought a vegetable or fruit. These were prepared as group dishes for the picnic.

From this activity came the idea that all who brought lunches every day should eat together. The following plan explains the way in which the project was developed.

The plan was presented to the administration and was approved. Then a committee of children was chosen from the group who brought lunches to meet with parents, principal, and teacher. The outcome of the meeting was a program for a dish for lunch to

supplement lunches brought from home.

Each child brought a plate, a cup, a fork and spoon from home. The ad-



Miss Drenckhahn explains correct procedure for setting table.

ministration bought pots and pans to be used. Parents furnished dish cloths.

These committees were set up, the membership of which rotates each week:

The planning committee:

Responsible for working out the details whereby children bringing lunches from home might have a supplementary dish; post a list of dishes for a week.

The cooks:

Responsible for food preparation.

Kitchen helpers:

Responsible for order of kitchen and left-over foods.

Room Helpers:

Responsible for order of room.

Host and hostess:

Responsible for table arrangement, seating at the table, conversation, and serving.

The children enjoyed the supplementary food as well as the duties and responsibilities they assumed. They improved eating habits and table manners. They learned the care of property, how to organize, plan and evaluate their work.

Serving a supplementary dish not only helped the children who brought lunches, but it enriched the study of "Foods in Our Community."

Some other benefits from the supplementary dish activity were parent participation in providing and improving food for children. Similar projects were started throughout the primary department.

II. SUGGESTED EXPERIENCES — NINE-TO ELEVEN-YEAR-OLD GROWTH LEVEL

Children at this growth level are continuing to share in home duties and are beginning to make more important choices; therefore they are anxious to put into practice anything new that has been experienced at school. Inquiring into scientific facts and approaching activities with great enthusiasm are other growth characteristics. Hero worship and the desire to work in groups are both strong motivating forces useful to the teacher in guiding ideas into the right channels.

Those responsible for such a program should study carefully the habits, interests, and abilities of this age level by observing and talking with children, talking with parents, and visiting homes. After some of the needs have been discovered it may be found advisable to correlate much of this unit with social studies, science, art, reading, and arithmetic. Through experience it has been found that many desirable food habits may be created and maintained by correlating with the special occasions or holidays that are celebrated in the school.

Experience Three: A Day's Camping Trip

APPROACH

A variety of experiences could be used to develop the same desired outcomes. However, the experience should develop as a natural outgrowth of children's interests, taking into consideration abilities, time, and other resources.

In order to make this experience specific, let us imagine that early in the fall children are discussing their summer vacations. Several children refer to fun they have had at camp. The discussion will center around experiences they liked best while at camp. Lead questions might follow such as: "Did anyone get a chance to cook out of doors?" "What foods did you have that you liked very much?" "Were there any dislikes?" "Do you know why our bodies need food?"

PLANNING

From such a discussion pupils and teacher could then plan some experi-

ence they would like to have, such as a day's camping trip. In making more specific plans, problems such as the following could be developed.

You have said that you enjoyed picnics and camping this summer.

If we are to go on a day's camping trip, what do we have to know in order to plan good food?

Sometimes we need to practice making new foods. Should we make some lists of food that we could prepare and then select a few to try out before we make our final decisions?

How much does food cost for a day?

What equipment will we need to consider if we are to do our cooking out of doors?

Further discussion could follow:

Need for cleanliness.

How to wash and sterilize dishes.

How to purify water.

What to do with sewage and waste.

Marketing and food handling.

Use of utensils.

Planning food that can be cooked out.

Importance of vitamins and cooking methods.

Time of preparation.

Packing food to carry a distance.

Types of camp fires as teepee, pit, trench.

Methods of cooking out of doors:

Hot rock cookery.

Tin can cookery.

Green stick cookery.

Experimentation in the construction of broilers, toasters, skewers, tin can ovens.

Bean holes.

Edible wild plants — preparation and cooking.

APPLICATION

The class would then divide into groups or families and make final plans in which the learnings mentioned would be applied.

DESIRED OUTCOMES

Planning and executing in groups.

Developing responsibility.

Increasing skill in preparing food.

Overcoming some food dislikes.

Increasing understanding of the foods we need.

Teachers College Journal

Increasing sense of values with regard to inexpensive recreation.

Developing individual resourcefulness.

Other similar experiences which may be planned to attain related outcomes:

Planning and preparing foods and decorations for:

- Birthday parties.
- Hallowe'en parties.
- Thanksgiving parties.
- Christmas parties.
- Valentine parties.
- St. Patrick parties.
- Easter parties.

III. SUGGESTED EXPERIENCES — TWELVE- TO FOURTEEN-YEAR LEVEL

The following findings may affect classroom procedures in the twelve-year to fourteen-year age-level group:

1. A sense of responsibility toward community problems and world needs is emerging.
2. Satisfaction is felt through individual contributions to group procedures.
3. Maturity of pupil's reasoning ability is limited only by their experiences.
4. Inner conflicts result in inconsistency of responses and demand a variety of outlets.
5. Achievement affords inspiration to further effort and builds self-assurance.
6. Pupil self-direction is a challenging impetus to class organization.
7. The teacher usually learns more than the pupils. Could this truth be used as a teaching guide whereby the pupils teach each other, younger brothers and sisters, and even parents?

Experience Four: The Travel Chef

PROBLEM CHALLENGE

Our American heritage is composed of contributions from many countries, many peoples, and many cultures, of all the ages. Our food, our shelter, and our clothing today are each the result of combinations and adaptations of numerous contributions from

the past. For example, who gave us our Thanksgiving turkey? Who introduced us to spaghetti and meat balls? Have you ever eaten rice cakes?

DISCUSSION

Foods we have inherited from people of other countries and other times with which we have had experience.

Foods of which we have heard but that we have never eaten.

APPLICATION

Select a limited number of above foods to prepare and serve in class.

Each committee choose one country to study its food habits, from such viewpoints as:

- What foods are grown there?
- What foods must be imported?
- Are any exported? Do the foods available check with our knowledge of a balanced diet? If some foods are lacking, where might they be found.

Collect typical menus and recipes of the country being studied. Ask friends and neighbors to contribute. Write to restaurants serving foreign foods for their bills of fare. Keep a list of new names for a vocabulary page. Can the roots or origins of these names be traced? Arrange for a meal at a foreign-food restaurant in the community.

What are some of the food customs of the country? Are there any interesting food beliefs or superstitions? Do the ceremonies of preparing, serving, and eating these foods differ from ours?

RECITAL

To gather all committee reports together for the purposes of sharing, reviewing, evaluating, set up a Travel-Chef Bureau. Each committee group make a travel folder or folders to include all the information acquired during group research. Decorate and label these folders and file them in a poster with pockets. A representative of each committee act as travel-information agent, supplying answers to interested tourists in the reading corner of the classroom. Each committee choose one dish to serve. Invite guests and tell them the stories behind the foods. Decorations and customs ap-

propriate to the meal will help to make the experience an interesting one.

DESIRED OUTCOMES

Increased ability to work in a group within the class toward a common goal.

Increased knowledge of food resources and food problems in other countries.

Increased interest in and appreciation for foods: their history, their preparation, their taste.

Increased tolerance, based on understandings toward customs that differ from our own.

Increased skill in food preparation and serving.

Increased understanding of the importance of food in everyone's daily living.

IV. RURAL SCHOOL LUNCH PROGRAM

STATEMENT

Rural schools in most sections of our country, being in isolated areas, are faced with problems needing a different type of emphasis from those of other localities.

Poor nutrition is often caused by the lack of production on the farm and because of the seeming need to increase the family income by selling many farm products. The development of a school lunch program in many rural communities is a means of creating and maintaining good food habits in the children and of educating the parents to the nutritional needs of these children.

Experience Five: Discussion of School Lunches

SITUATIONS

The children in many rural schools carry a lunch from home. How may the home-packed lunch be improved?

Pupil Participation

- Discussion of lunch box contents
- Why our bodies need food
- Types of food needed in body
- Posters made of nourishing food
- Ways of packing a lunch box
- Sharing the noon meal together
- Checking lunches against dietary pattern
- Cleaning the room following lunch

Testing the water supply
Desired Outcome
Greater variety including basic 7 foods
Stronger bodies — mental alertness
Extra planting in home gardens — vegetables and berries
Child's influence carried home to parent
Neater, more attractive, better balanced box
Desirable eating habits brought out by group participation, meal enjoyment, pleasant surroundings
Teaching pupils and parents what constitutes a good lunch
Orderliness — cleanliness of environment
Safe water supply and knowledge of the public health department

The need for a hot dish to supplement the home-packed lunch is felt by the pupils. How may we add a hot dish to the program?

Pupil Participation
Discussion of one-plate meals
Introducing plan to parents
Types of lunch-box food to accompany one-plate meals
Setting up of nutrition charts — personal — class
Table service and setting
Need for dish washing

Desired Outcome
Include foods that meet outstanding lacks
Public meeting — co-operation offered
Basic seven foods to help out main dish — enough of right kind of food
Personal improvement and less absenteeism
Group participation
Raising of sanitary standards in community

To be well fed, growing boys and girls need three nourishing meals a day, served at regular hours. Many boys and girls eat their midday meal at school, a meal that often leaves something to be desired from the standpoint of nutrition. Some rural

schools are equipped to prepare and serve a complete meal.

Pupil Participation
Menu planning
"School families" formed



Preparing a balanced lunch for serving.

Planning of family tasks
Table mat making
Rotating committees for buying, preparing, serving, and cleaning up
Making of recipe book
Discussion on courtesy and manners
Keeping cost accounts

Desired Outcome
Right kind of food may be local resources
Sharing ideas and problems
Group participation
Opportunity for self expression
Trips to local store, dairy, or creamery
Recipes may be used in home
Carry into all hours of day
Part of regular arithmetic class work
"Price of Foods" sheet valuable

Assistance may be offered at the state level to aid schools participating in school lunch program.

State school lunch committee
Regional training conference
Preparation of materials
Supervision

Experience Six: Community Participation in School Lunches

STATEMENT

In rural schools there may be different reasons for initiating the school lunch and the type based on the needs, facilities, and attitudes in communities. The most successful lunches are those in which there is community participation.

Gardens — letters to parents how much extra produce planted — for school canning — in fall — all.

Equipment — from homes, children bring plates and silver.

Letters to parents telling of plan — place for parents to check things to donate — produce (eggs, milk, vegetables, potatoes, etc.) or money.

Parties — for extra money.

Banquet at close.

A rural school-teacher found that several of her pupils came from homes where members of the family failed to sit down at a table as a group. They took turns eating off the pantry shelf. The children did not know how to eat together, had had no experience handling silverware other than teaspoons. A table cloth and napkins were unheard of.

This limited background on the part of the pupils led gradually to a school-lunch project in which parents, teachers, and pupils participated. Real tables and chairs, dishes, silverware, table cloths, cooking dishes, and a two-burner oil stove were contributed by people in the small rural community — those having no children were as anxious to help as those having children.

Various types of entertainment were planned by pupils and teacher in order to have some funds on hand for purchasing food needed to supplement that brought from homes.

The children learned how to set a table, how to plan, prepare and serve meals, how to take care of foods, and clean up after the meal. This was done by committees and every child had a chance to help in every activity throughout the year. They learned to keep accounts, to write letters of invitation to parents and guests for special functions, to meet and care for guests.

Teachers College Journal

This also involved a knowledge of conversation and manners.

Visits were made to stores and to the creamery. Gardening and canning of produce was a part of the plan participated in by adults in the community. All phases of the program were integrated with subjects in the curriculum. Children learned by doing.

EXPERIENCES

Grains: Children plant seeds of the various grains, taking up from time to time a few of the developing plants to watch their absorption of food.

Grains: After a study of local grains, grind some, cook this and eat it.

A study of native greens: Make an excursion into the community. Look for edible greens growing wild. Edible greens will be recognized through aid given by county agents. Learn best way to cook greens—cook and serve at school. Compile recipes to take home.

Set a hen—preferably at school: Children will enjoy caring for hen until chicks hatch. Then they will care for the brood. The baby chick has food enough stored in its body to last awhile. Find out what baby chick needs to eat to make it grow.

Care for pets in schoolroom: Find out which foods the pets need. How can we get these foods for them? Do boys and girls need the same kind of food?

Care for plants: Compare the food children need with the food plants need.

A study of bees: Bees are important because of rationed sugar. Children study about bees at school and observe them at home.

Experience Seven: Superstition and Science in Nutrition

SUPERSTITION

Do you believe it is harmful for the average person to eat sea-food and drink milk in the same meal? Is fish a good brain food? Do nuts cure disease? Is it bad luck to spill the salt? Will vinegar make you thin? Is the moon made of green cheese? How many more food superstitions can

you find? A reliable source will help you decide which foods are truly beneficial to your growth.

DRAMATIZATION

The history of food preservation is filled with exciting moments. Choose some such moments to demonstrate how greatly our heritage contributes to today's food resources. For example: Early man discovers that dried, smoked, or salted foods will stay edible for some time; Marco Polo goes in search of spices; the pioneer hunters discover salt licks; the first mechanical refrigerator is tested, etc.

EXPERIMENTS

Rat experiments.

Prepare three mixes of cement. One has very little cement and is crumbly, another holds its shape but lacks rigidity, and another is of good quality. Compare these to strong, hard bones. A material called calcium is needed to make bones just as the correct amount of cement is required for concrete.

Look at a small bottle containing one gram of calcium. This is the amount of calcium needed by growing boys and girls each day. One quart of milk contains one gram of calcium.

Each child takes a small stick. Some of the sticks are of young pliable wood, some of old wood are stiff and crooked, and others are stiff and straight. Why are some of the sticks crooked? How can the pliable ones remain straight? Compare this to our bodies.

Soak a chicken bone in vinegar or or five per cent hydrochloric acid. This shows what our bones would be like if they contained no calcium.

Prepare cottage cheese using either thick sour milk or sweet milk that has been set with rennet (Junket).

Make the cottage cheese into an attractive salad that could be made at home. Add salt, top milk, and some shredded carrot. Serve each child a small portion on a piece of lettuce.

Use small mirrors so that each

member of the class may count his own teeth. Why doesn't everyone have the same number of teeth?

Make clay models of the three types of teeth you find in your mouth.

Look at the pictures of two picket gates. One has been well kept and the other has been badly cared for. Also study pictures of teeth that are well cared for and others showing teeth that have not had good care.

Study a display of tooth brushes and decide what characteristics a good toothbrush should have.

Make some tooth powder by mixing two parts soda and one part salt. Put into small cellophane envelope and take the tooth powder home to use.

Make up songs on "Teeth."

Make an excursion to a nearby dairy and pasteurizing plant.

Play the milky way game. Draw a winding path on the blackboard bordered by two chalk lines. Make stars in the "milky way" by writing in the name of foods made with milk.

Make outlines of milk bottles and divide each into twenty-eight squares with each square numbered. Each square represents one cup of milk. Fill in a square with colored crayon each time you drink a cup of milk. If the squares are filled in at the end of a week, you have averaged four cups of milk per day.

Put sour cream in a pint jar and shake until butter is formed. Top milk may also be used if carefully removed. This may also be accomplished by using an egg beater and then comparing.

Study the picture, "Woman Churning" by Millet. Pantomime the picture.

Find how many quarts of milk are needed to make enough butter for the pupils in your room for a day. Allow three tablespoons for each child and consider that each quart will yield an ounce and a half or three tablespoons. (Ten

and one half quarts of milk yield about a pound of butter.)

Remove the outer covering from a whole grain of fresh corn or a wheat seed which has been soaked overnight. Learn what the covering is called. Find the inner, starchy portion and the germ.

Roll oats that have been freed from the outer husks on a small bread board until they are flattened. Compare with rolled oats purchased at a store.

Taste a square of whole-wheat bread spread with a little butter. Describe the flavor and decide why it tastes good.

Bring cereal boxes to school. Examine them for information regarding the number of parts of the grain contained in each cereal.

Make a poster by fastening small cellophane bags of various good cereals below the legend, "We eat cereals."

Weigh or measure a penny's worth of a number of different cereals. Each child pretends he is going to the store to buy a breakfast cereal. Study the purchases as to the number of parts of each grain and the amount received for a penny.

Pop corn to see the starch burst through the shattered bran.

Play a riddle game. Distribute riddles about grains written on slips of paper. Each child reads his riddle and chooses someone to answer it. Example: "I am a small seed. When I am rolled flat boys and girls like me. What am I?" Or, "Boys and girls eat me every day. I am ground very fine and baked into a loaf. What am I?"

Find out what fruits and other foods Admiral Byrd took on his expedition to aid in keeping his men well.

Demonstrate how vegetables may be dried at home using home-made equipment. Compare with commercially dried foods. Cook and taste.

Collect pictures of dishes and recipes made from eggs. Make a cook book.

Experiment — Study changes in foods, if possible under microscope, when exposed to:

Air — bananas or peaches

Dust — sugar or flour

Water — grains

Extremes in humidity — bread

Freezing — milk

Over-cooking — green vegetables

What general conclusions do you reach about care of foods?

Discussion Game. The following are statements generally accepted as true. Give three points to your team for each argument in support of

Food can be as great a weapon as ammunition.

Bacteria hunters have contributed as much to their world as did the early explorers to theirs.

Dramatization. Rationing plays a prominent part in our lives today. Have Americans of other generations ever had the job of adjusting to food shortages? What scenes would portray their food problems and the solutions they found? First settlers? Revolutionary and other war days, westward pioneers, etc.

Debate or Panel Discussion. America is a nation rich in resources. We are sometimes called a "have" nation. Which are the "have not" nations? What shall be America's policy toward them in the postwar period? Is it practical or feasible to expect America to "feed the world"? Would this mean sending food grown here to other countries? What other ways are there?

Map. Partly through lack of wise soil conservation, there is a great difference in the productivity of sections of our country. How can this be shown on a map? Would it be possible to draw conclusions about our food resources?

Experience Eight: Utilizing Local Resources in Solving Problems

Transform one portion of room into a nutrition corner for use of nutrition posters such as:

Our helpers in the care of teeth.

Ideal breakfast for child.

Constipation — corrective foods.

Posture as it relates to health.

Make a picture chart of the growth foods.

Making of scrap books to show following:

Good health — pictures from magazines.

Cleanliness — include animals and birds as well as people.

Make scrapbook on teeth in shape of large molar.

Pet animals you have at home and the food they should eat daily.

Make a nutrition book using the seven different colors for pages and pasting pictures of food represented by colors.

Dramatizations

Nutrition plays.

Nutrition movies developed by class—pasting pictures from magazines or drawings on a ten-inch-wide strip of paper or muslin. Have films wound on wooden rollers. Make picture frame from cardboard box.

How dust collects. Put a thin layer of olive oil or vaseline on a clean piece of window glass — leave it on desk for a day.

Plan a vegetable or fruit party — eat raw or have teacher combine in a green salad.

Packing a school lunch. Foods to include and ways of wrapping.

Making of posture tags which teacher can hang on desks of those sitting in good posture during a class period. How does food affect posture.

Tell the story of a day in the life of a fly. Make a fly swatter.

Reckon cost of destruction in your home this year from mice. Statistics to show wanton waste of food. How to eradicate mice and rats.

Hold a pet show — to show habits of animals and the essentials needed for growth.

Window display.

Nutrition pageant.

Animated vegetables.

School picnic — open fireplace.

Body growth and development of frogs' eggs and the different stages of growth.

Planning and preparing for the winter storage of vegetables.

(Continued on page 72)

Teachers College Journal

A Bibliography for Education Nutrition

Marion C. Benson

Miss Benson is Acting Itinerant Teacher of Home Economics. She compiled the following bibliography for use in the nutrition workshop. With the exception of those preceded by an asterisk, all of the publications listed here are to be found in the Indiana State Teachers College Library.



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Lee, Mrs. W. B., "Aims and Purposes of School Feeding," *Practical Home Economics*, 18:115-15, (April, 1940). (Discusses ways to interest patrons in obtaining well-balanced meals and of correlating many school subjects with the educational aims of the cafeteria.)

Lewis, Erma R., "Successful Methods of Encouraging Proper Food Selection," *Practical Home Eco-*

nomics, 17:526, (November, 1939). (Gives specific examples of how to encourage better selection of food and for integration of food study with other subjects.)

Long, Catherine T., "For a Better School Lunch," *Practical Home Economics*, 19:285, (September, 1941). (Presents seventeen points the management of the school lunch. "From the one-room schoolhouse to the huge centralized city system, the functions of the school lunch are the same: feeding or supplementary feeding for children who can not go home for a nourishing lunch, supplementary feeding for children who are not properly fed at home, teaching better nutrition and better table manners.")

Lowenburg, Miriam Elizabeth, *Your Child's Food*. New York: McGraw-Hill Book Company, 1939.

McCollum, Elmer Verner, and J. Ernestine Becker, *Food Nutrition and Health*. Baltimore, Md.: McCollum and Becker, 1940.

McCormick, Mary G., "The Educational Possibilities of the School Lunch," *Journal of Home Economics*, 31:226-28, (April, 1939). (Lists the administrative objectives in using the school lunch as a learning situation; suggests ways of teaching food selection.)

Mehlig, Madeline, "Some Notes on Food Cost Control," *Forecast*, 60: 27-29, (April, 1944). (Helps for busy and harrassed managers in controlling their food costs with suggestions which give a maximum of assistance for a minimum of effort. Also gives sample record forms.)

Miller, E. S., "Health Program, Centers on Food," *Nation's Schools*, 25:68, (February, 1939). (A description of how the Greensboro Public School of North Carolina improved the selection of lunches in the cafeteria through education in classrooms.)

*Moser, Ada M., *School Lunches in Two Rural Communities*. Clemson, S. C.: South Carolina Agricultural Experiment Station, Clemson Agricultural College. (Reports

an experiment with two rural elementary schools. In one, a well planned hot lunch was served; in the other, no school lunch was served, but part of the time it used surplus foods distributed by the USDA. The circular not only demonstrates the value of the well-planned lunch, but also how foods for a well-balanced diet can be obtained in a rather poor community.)

Nesbitt, Marion, "The School Lunch a Vital Part of School Living," *Practical Home Economics*, 21:421, (November, 1943).

*Ohio Dietetics Association, *Manual for Managers of Rural and Other Small School Lunchrooms*. Cleveland, Ohio: Ohio Dietetics Association and Cleveland Health Council, 1941. (An invaluable source of information on all aspects of managing the small lunchroom. See especially Chapter I, "Educational Possibilities of the School Lunchroom.")

Pazourek, Leone, "The School Lunchroom as a Center for Health Education," *Journal of Health and Physical Education*, 11:592, (December, 1940). (Summarizes the principal measures by which the lunchroom may be made to contribute nutrition education.)

"Protein Dishes for the School Lunch," *Practical Home Economics*, 22:164-65, (April, 1944). (Chart of ways of serving meat, fish, eggs, cheese, etc.)

Reece, Ellen Steele, "Students Manage the Lunchroom," *Progressive Education*, 18:162, (March, 1941). (At Rosemary Junior School in Greenwich, Conn., the twelve-year-olds manage the lunchroom for the school. They plan the menu, shop, keep books, and assist in serving.)

Ringle, Marie P., "Aid for School Lunch Cooks," *Journal of Home Economics*, 36:149, (March, 1944). (Report of meetings held to acquaint cooks with the real purposes of a school lunch in its relation to the total school program.)

Robinson, Elizabeth W., "Diary of a Lunchroom Project," *Childhood Education*, 18:321-23, (March,

- 1942). (This diary, written by fourth-graders in a public school in Washington, D. C., tells how they improved their unattractive lunches.)
- *Schroeder, Everett, "Monday Through Friday—A Noon Lunch Hour Program," *Minnesota Journal of Education*, 23:114-15, (November, 1942).
- Sizeland, Hildred K., "What the Hot Lunch Club has Meant to Our Schools," *Instructor*, 48:24, (January, 1939). (A hot-lunch club is formed every fall by the children of a rural school in Michigan. Rotating committees take charge of the responsibility for preparing and serving the lunch and cleaning up afterwards.)
- Spearman, Rosa, "Co-operative Lunch Program: How Dallas Secured Interest in a Lunch Program," *Nation's Schools*, 29:58, (January, 1941).
- Sprague, Phyllis K., "A School Lunch Institute," *Practical Home Economics*, 20:512, (September, 1942). (Gives suggestions for educating teachers in school lunch problems, and for a program of talks and discussion topics.)
- "The School Lunch in Wartime," *Education for Victory*, 1:17-18, (October 15, 1942).
- Tice, Marguerite, "Students Solve Cafeteria Problems," *Nation's Schools*, 22:60, (August, 1938). (Pupils in Rufus King High School, Milwaukee, helped in solving problems of conduct, providing entertainment during the lunch hour, and popularizing the lunchroom through serving a ten-cent plate lunch.)
- Tracy, Irene, "Forming Good Food Habits," *Nation's School*, 25:72, (May, 1940). (Tells how the lunches were improved in Alfred Plant Junior High School, West Hartford, Conn., and gives suggestions for improving selections.)
- U. S. Department of Agriculture, Food Distribution Administration, *Handbook for Workers in School-Lunch Programs with Special Reference to Volunteer Service*. Washington, D. C.: U. S. Government Office, 1945. (Discusses the need for a school lunch program, what an adequate school lunch is, and the organization and administration of the program with special reference to volunteer service and cooperation of various school groups.)
- *U. S. Office of Education, Federal Security Agency, *School Gardens for School Lunches*, Washington, D. C.: U. S. Government Printing Office, (Circular 210), March, 1942.
- U. S. Office of Education, Nutrition Education Series, *Nutrition Education in the Elementary Schools*, (Pamphlet No. 1); *Making School Lunches Educational*, (Pamphlet No. 2); *School Lunch Management*, (Pamphlet No. 3); *A Yardstick for School Lunches*, (Pamphlet No. 4); *A Study of Methods of Changing Food Habits of Rural Children in Dakota County, Minn.*, (Pamphlet No. 5); Washington, D. C.: U. S. Government Printing Office, 1944. (A series of pamphlets giving all aspects of nutrition education for grades and making the school lunch an integral part of the school program.)
- U. S. Office of Education, *School Children and the War Series*. Washington, D. C.: U. S. Government Printing Office, (Leaflet No. 4), 1943.
- Van Liew, Marion S., "A Philosophy of School Lunch Management," *Practical Home Economics*, 15:128-50, (April, 1937). (Why and how to provide a hot dish for every child who does not go home for lunch, making the noon hour an integral part of the school day.)
- Von Sternberg, D. E., "Alcoves for Eating," *Nation's Schools*, 21:56, (May, 1938). (A suggestion for breaking up a large cafeteria into quiet areas for conversation and leisurely eating, by the use of light screen walls, six feet high and made of sound absorptive material. The provision of quiet alcoves will lessen noise and hurry and promote sociability. The alcoves may also be used for club rooms.)
- War Food Administration, Food Distribution Administration, *Menu Planning Guides for School Lunches Based on F.D.A. Requirements*. Washington, D. C.: U. S. Government Printing Office, 1945. (Discusses requirements for Type A and Type B lunches, adjusting menus to wartime, using basic menu plans, and gives patterns for planning meals based on these requirements.)

TEACHING UNITS AND MATERIALS

*American Dental Association, Bureau of Public Relations, *Teeth, Health and Appearance*. Chicago, Ill.: American Dental Association. (Recommended as one of the best books published for education of the lay person.)

Brunson, Julia Porcher, *America and You*. Columbia, S.C.: South Carolina Health Department, Division of Maternal and Child Health, 1945. (A booklet on nutrition which is very simply written and which emphasizes eating the right foods. It is well illustrated.)

Dobbs, Alma A., *Teaching Wholesome Living in the Elementary School*. New York: A. S. Barnes and Company, 1939. (A book for teachers, administrators, and parents. Part I deals with the principles of child growth. Part II lists the more important emphases in pupil living, by grade. Part III suggests ways for making these emphases a part of the general learning situation within the school and the home.)

Education Publishing Corporation, *Units and Activities for Primary and Intermediate Grades*. Darien, Conn.: Educational Publishing Corporation, 1945. (Contains many interesting classroom activities at various grade levels which could be adapted for nutrition teaching.)

Elliott, Margaret, Mary Alice Banks, Virginia Butler, and Eunice B. Outlaw, "Adventures in Nutrition," *Journal of Home Economics*, 36:340-45, (June, 1944). (A series of articles on nutrition activities in various parts of the nation. Titles of articles are: "In the Third

Grade." "Cooking Club," "In Seventeen County Schools," and "In a First Grade." Excellent suggestions for starting nutrition projects in connection with the school lunch.)

Greenamy, Arvella, "High School Girls as Nutrition Teachers," *Journal of Home Economics*, 35: 508-09, (October, 1943). (Description of a plan adopted in the Everett Public High School at Lansing, Michigan, in which high-school girls gave short nutrition lessons two or three times a week to children of the second and fifth grades. The experiment was judged successful by the changes in eating habits which were made throughout the time the units were in progress.)

Grout, Ruth Ellen, *A Handbook of Health Education*. New York: Doubleday Doran and Company, 1936. (Discusses the development of good health habits in the rural school. Instruction in foods is carefully integrated with social studies.)

Haddow, Mary, "Teaching Homemaking to Fifth and Sixth Graders," *Journal of Home Economics*, 35:17-18, (January, 1943).

Hirsh, Joseph, "Teaching Nutrition, an Educational Opportunity and Responsibility," *Science Education*, 25:379-86, (December, 1941).

*Jakway, Isabel, "Teaching Nutrition," *What's New in Home Economics*, 5:15-16, (September, 1940).

Kansas, State Educational Department, *Suggestions for Teaching Nutrition in the Elementary Grades*. Topeka, Kansas: State Educational Department, 1942. (Guide to the Kansas elementary-school program of studies: health and nutrition.)

Kentucky, University of Kentucky, (1) *Fruits, Nuts and Berries*; (2) *Improving the Gardens*; (3) *The Smith's New Garden*; (4) *Sorghum Time*; (5) *Vegetables on Parade*. Lexington, Ky.: University of Kentucky, Bureau of School Service, 1945. (Illustrated pamphlets.)

*La Metre, Marion, *Food for Health*. Chicago: National Dairy Council,

1940. (A general nutrition unit for teachers of general science, biology, physiology, hygiene, and health in upper grades. It is developed at the eighth- or ninth-grade levels and covers approximately eight-week's work.)

*Louisiana, State Department of Education, *Suggestions for Improving Health and Nutrition through the School Lunch Program in Louisiana*. Baton Rouge, La.: State Department of Education, 1941. (Suggests ways for making the lunch serve educational purposes, and ways in which work in different subjects can be correlated with the lunch project.)

Louisiana, State Department of Health, *Nutrition Lessons Prepared for Teachers of the Low First Grades*. Baton Rouge, La.: State Department of Health, 1940. (Ten easy lessons suitable for the lower grades.)

Mabee, Elsie, *Young Nutritionists in Action*. New York: Bureau of Publications, Teachers College, Columbia University, 1942. (Tells how a fifth grade launched and carried on a hot-lunch project, grew vegetables in a school garden, and learned about the selection of foods and the planning of meals. It contains a bibliography for children.)

Martin, Edna, and Helen Reynolds, "Seattle's Little Folks Learn to Cook," *Forecast*, 50:18-20, (September, 1943).

National Educational Association, *A Guide for Teachers in Elementary and Secondary Schools and Institutions for Teacher Education*. Washington, D. C.: National Educational Association, 1941.

New Jersey Tuberculosis League, *A Source Unit on Nutrition for Schools of New Jersey, Grades Four, Five, and Six*. Newark, N.J.: New Jersey Tuberculosis League, 1942. (Contains basic information, suggested activities, and useful bibliographies. Prepared jointly by the State Nutrition Council, State Department of Public Instruction, and the State Tuberculosis League.)

*Ofstedal, Laura, *You and Your En-*

gine. Chicago: National Livestock and Meat Board, 1944. (Written for children in the middle grades to give them, in simple and straightforward language, information about foods which they need in their daily diet.)

*Philadelphia Child Health Society, *Nutrition Program and Teaching Outline*. Philadelphia, Pa.: Philadelphia Child Health Society, 1934.

Pfaffmann, Mary, and Frances tern, *How to Teach Nutrition to Children*. New York: M. Barrows Company, 1942. (A useful book for teachers written by educators of the Boston Dispensary. It is best fitted for use in the intermediate grades and includes games, charts, stories, and some experiments.)

Roberts, Lydia Jane, *Food Models*. Chicago: University of Chicago Book Store, 1928. (A set of drawings to be cut out and colored. Blocks of wood are used in displaying the models.)

Roberts, Lydia Jane, *Nutrition Work with Children*. Chicago, Ill.: University of Chicago Press, 1936.

Rogers, James F., Helen K. Mackintosh, and Susan Burson, *The Nutrition Education Throughout the School Program*. Washington, D. C.: U. S. Government Printing Office, 1941. (Series of reprints from *School Life*, Volume XXVI. The Articles reprinted are: "Nutrition - A Part of the Elementary School Program" by Helen K. Mackintosh; "Nutrition Education in the Secondary School" by Rua Van Horn; "Nutrition Education and the School-Lunch Program" by Druzilla C. Kent; "Teacher-Education Project in Improving Child Nutrition" by Lydia Jane Roberts; and "Community Co-operation for Nutrition Education" by Muriel W. Brown and Marie White.)

*Rose, Mary Swartz, and Bertyn Bosley, *Feeding Our Teeth, Our Cereals, Vegetables to Help Us Grow*. New York: Bureau of Publications, Teachers College, 1940.

Rose, Mary Swartz, *Teaching Nutrition to Boys and Girls*. New York:

- Macmillan Company, 1938. (A book of nutrition projects containing descriptions of experiences, lesson plans, units of instruction, and suggestions for teachers of elementary and intermediate grades who are attempting to improve the health of children through practical nutrition education.)
- Sanford, Frances, "Elmira Enlists for All Out Nutrition," *Forecast*, 58: 12-13, (June, 1942).
- Sense, Eleanor, *America's Nutrition Primer*. New York: M. Barrows and Company, 1941. (A concise, interesting little book written in popular style.)
- Stevenson, Elizabeth, "Are We Neglecting the Elementary School Child?" *Practical Home Economics*, Part I, 21:558-60, (October, 1943); Part II, 21:418-20, (November, 1943); Part III, 21:461-62, (December, 1943). (This three-part article on education for home and family life in the elementary school is based on a study recently completed by Dr. Stevenson at Teachers College, Columbia University.)
- Strang, Ruth May, and Dean F. Smiley, *The Role of the Teacher in Health Education*. New York: Macmillan Company, 1941.
- Tennessee, Southern Study Committee, *Elementary Nutrition*. Nashville, Tenn.: Southern Study Committee, 1942.
- United States Department of Agriculture, Bureau of Home Economics, *Food for Growth*. Washington, D. C.: U. S. Government Printing Office, 1942. (A folder directed to boys and girls in the intermediate grades and upper elementary grades, which contains a score card entitled, "How Well Did You Choose Your Food Today?")
- United States Office of Education, *Food for Thought, the School's Responsibility in Nutrition Education*. Washington, D. C.: U. S. Government Printing Office (Education and National Defense Series, Pamphlet No. 22), 1941. (Discusses nutrition education at various grade levels, school-lunch program, and school-community co-operation in meeting nutritional needs of children.)
- United States Office of Education, *Nutrition Education in the Elementary School*. Washington, D. C.: U. S. Government Printing Office, (Pamphlet No. 1), 1944. (Gives a comprehensive picture of the mutual responsibilities of classroom teachers, supervisors, special teachers, and all state agencies in arriving at an effective program for nutrition education in the elementary school.)
- *United States Office of Education, *A Selected list of Nutrition Materials from Federal Agencies*. Washington, D. C.: Government Printing Office, 1942. (List of publications dealing with nutrition teaching, nutrition, school lunches, food for growing children, food preparation, buying in relation to food value, and good production and conservation.)
- United States Office of Education, *A Study of Methods of Changing Food Habits of Rural Children in Dakota County, Minnesota*. Washington, D. C.: U. S. Government Printing Office, (Pamphlet No. 5), 1944. (Gives a report of an investigation made in selected rural schools in Dakota County, Minnesota, to determine effective ways of teaching nutrition education at the elementary level.)
- *Warnick, Angelyn, "How Do You Teach Nutrition?" *What's New in Home Economics*, 6:30-31, (April, 1942).
- Waters, Marion, "Cooking for Fun," *Journal of Home Economics*, 35: 578, (November, 1943). (Describes the activities carried on in a cooking club for children of all ages in Judson Health Center, New York, N. Y.)
- Whittinghill, Eleanor Herndon, "Health Teaching in the First Grades," *Journal of Home Economics*, 35:499-504, (October, 1943).
- Wight, Nellie M., "Teaching Nutrition to First and Second Grades, also Fifth and Sixth Grades," *Journal of Home Economics*, 35: 15-16, (January, 1943). (A description of a program carried on in the New York City Schools for five weeks.)
- *Whitesell, Rita, "Modernizing the Teaching of Health and Nutrition," *What's New in Home Economics*, 6:24, (October, 1941).

VISUAL AIDS

ABCD of Health. British Information Services, Film Division, Central Depository, 30 Rockefeller Plaza, New York, 20, N. Y.

And So They Live. New York University Film Library, 71 Washington Square, So., New York, 12, New York.

Behind the Smile. U. S. Department of Labor, Children's Bureau, Washington, D. C. (One reel, sound, 16 mm. This color film shows how good dental health is obtained by the use of simple healthful foods, such as green vegetables, eggs, milk, and fruit. Transportation charges.)

Children Must Learn. New York University Film Library, 71 Washington Square, So., New York, 12, N. Y.

Citrus in Nutrition. Castle Films, Distributors Corporation, Field Building, Chicago, 3, Ill. (Twenty minutes. A natural color film illustrates properly selected meals, each with the correct content of calcium, vitamins, proteins, etc., and the story of Captain David Porter of the early U. S. Navy and his unceasing fight against scurvy introduces the importance of vitamin and diet information. The final section of the film shows how to prepare tempting fruit dishes.)

Dinner at School. British Film Service. (One reel, 16 mm., sound, 9 min. As a result of the employment of mothers in the factories in England, it becomes more necessary to serve lunches in the school. Today over half a million British children have meals at school, and two hundred kitchens dispatch hot food in insulated trucks. Good for

Teachers College Journal

parents, teachers, labor unions, and clubs.)

Ever Since Eden. Castle Films, Distributors Corporation, Field Building, Chicago, 3, Ill. (Forty min.)

The picture consists of six episodes: The Spanish episode depicts the discovery of the tomato in Central America by the Spaniards; the Jeffersonian episode shows Jefferson recognizing the value of the tomato and the distribution of seeds to farmers in the states; Alexander Livingston, the man who was responsible for the development of the tomato; the scientific episode introduced by scientists at work in their laboratories and the tomato culturist busy in his nursery; the farm episode shows the growing of tomato plants in quantity, setting tomato plants with a machine, and scattering insecticide by airplane; the picture closes when tomatoes are gathered, packed in baskets, and hauled into the kitchens.)

Food and Growth. Available on loan from the visual education service of many state universities. (Sixteen mm., sound, 15 min. A feeding experiment with white rats carried on in a sixth-grade classroom demonstrating the food value of milk as compared with the values of coffee and candy.)

For Children Only. British Information Services, Film Division, Central Depository, 30 Rockefeller Plaza, New York, 20, N.Y.

For Health and Happiness. Visual Aids Division, U. S. Department of Agriculture, Washington, D.C. (One reel, 16 mm., sound. A technicolor film showing the relation of good nutrition to child growth and development.)

Forty Billion Enemies. Visual Education Section, Westinghouse Electric and Manufacturing Company, Mansfield, Ohio. (Twenty-five minutes. Gives scientific facts about control of food bacteria; shows proper use of home refrigerators to preserve food; explains kinds of "cold" required by various types of perishable foods; and demonstrates fundamentals of placing

food correctly in the refrigerator.)

Fundamentals of Diet. Erpi Films, Encyclopedia Britannica Film, Inc., 1841 Broadway, New York, 23, N. Y.

Fun in Food. New York Films, Inc., 330 West 42nd Street, New York City, N.Y. (One reel, 16 mm., technicolor, sound, 10 min. A film for nutrition classes for children and also for the general public to promote an interest in nutrition. The nutritive elements and their relation to the health of the body are interestingly explained. May be rented for three dollars.)

Give Us This Day. American Society of Bakery Engineers, Department of Visual Education, 208 Third Avenue, S. E., Minneapolis, Minn. (Two reels, 16 mm., sound, 25 min. The Story of Bread, including the story of the new enriched bread made with added vitamins and minerals which are natural to the wheat.)

Bread and Cereals. Eastman Kodak Company, Rochester, N. Y. (One half reel, 16 mm., silent, 8 min. Feeding animals grain, making cereal for breakfast, mastication, and table manners.)

Drink of Water. Eastman Kodak Company, Rochester, N. Y. (One half reel, 16 mm., silent, 8 min. A horse, dog, cow, ducks, and moose drinking; children drinking water from paper cups; and when water should appear in the day's schedule.)

Fruits and Vegetables. Eastman Kodak Company, Rochester, N. Y. (One reel, 16 mm., silent, 8 min. Shows various fruits and vegetables and how they are relished by different animals; boys and girls eating fruits and vegetables.)

Milk. Eastman Kodak Company, Rochester, N. Y. (One fourth reel, 16 mm., silent, 5 min. Scenes at a dairy farm showing cows and calves. Milk is prepared for shipment, delivered, and drunk.)

Helpful Hints for Successful Home Canning. Kerr Glass Manufacturing Corporation, 712 Title Insur-

ance Building, Los Angeles, 13, Calif. (One reel, 16 mm., silent, shows the canning of fruits and vegetables by up-to-date methods.)

Hidden Hunger. Food Distribution Administration, 5 South Wabash Avenue, Chicago, 3, Ill., attention of Mrs. Imogene Cox, Regional Nutrition Representative. (The story of hidden hunger in a land of plenty and what we might do about it. Transportation charges. Can also be obtained from Swift and Company, Union Stock Yards, Public Relations Department, Chicago, 9, Ill.)

The Land of Plenty. New York Metropolitan Life Insurance Company, 1 Madison Avenue, New York, N. Y. (Sixteen mm. and 35 mm., sound, technicolor. Brings out various universal aspects of nutrition. Transportation charges.)

Meat and Romance. Castle Films, Distributors Corporation, Field Building, Chicago, 3, Ill. (Sixteen mm., 40 min. Gives authentic and practical information to consumers on buying, cooking, carving, and serving meat.)

Milk Parade. Milk Industry Foundation, Chrysler Building, New York, N. Y. (One reel, 16 mm., sound, 10 min. The story of pasteurized milk from the cows to the doorstep. Shows scientific handling of milk in the bottling process.)

Modest Miracle. Food Distribution Administration, 5 South Wabash Avenue, Chicago, 3, Ill., attention of Mrs. Imogene Cox, Regional Nutrition Representative. (The dramatic story of the how and why of enriched bread. Transportation charges. Also available from Swift and Company, Union Stock Yards, Public Relations Department, Chicago, 9, Ill.)

More Life in Living. Burton Holmes Films, Inc., 7510 North Ashland Avenue, Chicago, 26, Ill. (One reel, 16 mm., sound, 12 min. Gives the value of a balanced diet to health and successful living and the importance of milk and milk products as the basis of a balanced meal. Tells what the protective foods are

and why we must have them in our regular diet.)

Bibliography of Recommended and Accepted Moving Pictures on Food and Nutrition. City Nutrition Program, Committee on Pamphlets and Posters, 125 Worth Street, New York, N. Y. (Twenty Cents.)

Posters on Food and Nutrition. Children's Bureau, U. S. Department of Labor, Washington, D. C.

Posters on Foods and Nutrition. Nutrition and Food Conservation Branch, Food Distribution Administration, U. S. Department of Agriculture, Washington, D. C.

The Precious Ingredient. Visual Education Section, Westinghouse Electric and Manufacturing Company, Mansfield, Ohio. (Twenty-five minutes, 16 mm. An entertaining plot tells the story of vitamins, their sources, and how to protect them in cooking. Suitable for home economics classes, dietetics, women's clubs, cooking schools, and mixed audiences.)

Principles of Baking. Erpi Films, Encyclopedia Britannica Film, Inc., 1841 Broadway, New York, 23, N. Y.

Principles of Cooking. Erpi Films, Encyclopedia Britannica Film, Inc., 1841 Broadway, New York, 23, N. Y.

Proof of the Pudding. New York Metropolitan Life Insurance Company, 1 Madison Avenue, New York, N. Y. (Sixteen mm. and 35 mm., sound, technicolor, 10 min. A series of dramatic episodes showing effect of right and wrong foods. Suitable for theater showing and may be used to promote community interest in nutrition. Transportation charges.)

This Too, Is Sabotage. Visual Education Section, Westinghouse Electric and Manufacturing Company, Mansfield, Ohio.

Tip-Tops in Peppy Land. Visual Instruction, New York State Department of Health, Albany, N. Y. (One reel, 16 mm., silent. Partly animated film which well illustrates the importance of milk as a source of essential food elements.

Free to residents of the State of New York.

V-Men. Visual Education Series, Westinghouse Electric and Manufacturing Company, Mansfield, Ohio. (Twenty minutes. Reviews the nutritional significance of essential vitamins and gives informative comparison of the two methods of cooking: "old-fashioned" versus "protective cooking.")

Vitality for Victory. Aetna Life Affiliated Company, Safety Education Department, 151 Farmington Avenue, Hartford, Conn. (Two reels, 16 mm., sound, 22 min. Emphasizes the importance of properly balanced diet maintaining good health. The best food sources for obtaining vitamins, minerals, etc., and ways of preparing foods to the best advantages are shown and explained.)

What Makes Us Grow. Film Board of Canada, 84 East Randolph St., Chicago, Ill. (Sixteen mm., sound, 11 min. Explains the necessity of proper food to the youthful audience. Experiments with rats show the fatal results of vitamin deficiencies, and children are advised to use more eggs, fresh vegetables, and fruits.)

Wilson Dam School. Tennessee Valley Authority, Knoxville, Tenn. (Sixteen mm., sound, 20 min. Excellent film to show the needs of children in the elementary school. The experiences of children, the democratic planning together of the teachers and children, and the use of the community as a laboratory for learning. Transportation charges.)

World of Plenty. British Information Services, Film Division, Central Depository, 30 Rockefeller Plaza, New York, 20, N.Y. (This film presents the consideration of the world food problem during and after the war. It is in three parts: Prewar production, production and distribution during the war, and peacetime planning. The late Eric Knight, author of "This Above All," wrote the narration.)

Yesterday, Today, and Tomorrow.

Castle Films, Distributors Corporation, Field Building, Chicago, 3, Ill. (Forty minutes. When Napoleon awarded twelve thousand francs to a humble confectioner in Paris for finding a way to preserve food, he laid the foundation for a great industry. This film tells of the dramatic development of that industry from the very early experiments of the Frenchman, Appet, in the days of Napoleon, to England where the first tin cans were evolved, back to Paris where Pasteur hit upon the plan of sealing the can by steam pressure, to the adoption of the tin can by Americans and the development of the canning business here.)

You Can Too. Ball Brothers Company, Home Service Department, Muncie, Ind. (One reel, 16 mm., sound, 10 min. Shows details of home canning of vegetables and fruits. Can be obtained also from Castle Distributors Corporation, Field Building, Chicago, 3, Ill.)

Your Daily Milk. Milk Industry Foundation, Chrysler Building, New York, N.Y. (One reel, 16 mm., sound, 10 min. Color film depicting modern milk distribution with emphasis on the economic side of milk in wartime and the use of milk in army and civilian life.)

NOTICE

The history of Indiana State Teachers College, which tells of the contributions this college has made to education, will go to press soon and is expected to be ready for release by commencement time in June if there are no unforeseen delays. The history is written by Dr. W. O. Lynch, a historian is his own right and an alumnus of State. Much of the history of the Indiana school system is incorporated in its story. Since there will be a limited number of copies printed, everyone interested is urged to order his copy from Mrs. Eleanor D'Enbeau, Alumni Secretary, as soon as possible. The limited edition, of approximately 350 pages and cloth bound, will sell for two dollars per copy.

Development of a University Within a Public-School System

E. E. Oberholtzer

Until now, Dr. Oberholtzer has written of his experiences from the time he accepted his first teaching position in a country school to his appointment as superintendent of a large and rapidly progressing city school system. Not only has he been instrumental in developing the schools in Houston, it was due to his efforts that the University of Houston, a self-paying university, was organized. Dr. Oberholtzer tells in this article of the problems he, as superintendent, met in founding this university and those he, as its president, has encountered since the day the doors were first opened for student enrollment.

In the previous story, "Deep in the Heart of Texas," I told something of the development of education in Texas and the way in which public sentiment has grown toward better schools. Ordinarily, one would not think of a university as part of a public-school system, and it is because the University of Houston is somewhat unique that the editor of the *Journal* asked me to tell the story of its development within our public-school system.

As Superintendent of Schools, I have felt it my obligation and duty to aid in every way in the education of our young people. The University of Houston is an outgrowth of the Houston junior colleges, including the junior college for white students and the junior college for Negro students.

ORIGIN OF THE UNIVERSITY

Back in the early spring of 1927, I had a committee of young people call upon me to present a problem in which they were very much interested, namely, that of finding a way to continue their education. These young people were graduates of the local high schools, but because of

financial status or family conditions, they were unable to get away from home and to continue their education. For the most part, they were greatly interested in going to college; so much interested that they impressed me with their sincere desires to continue their education. This set me to thinking. The Junior-college movement had begun to grow a little in Texas, but those that were operating had tax support. It would have been an easy matter to establish a junior college if time were taken to educate the public so that they would be willing to vote a tax, but in 1927 people generally were tax conscious. Houston was a growing city and the needs of the public schools were so great that none of the members of the board of education thought it advisable to try to establish a tax-supported institution.

However, we have in Houston, Rice Institute, which is a very fine school for higher education. It had been founded by a generous donor, Mr. Marsh Rice, and had been operating for ten or more years. Since their endowment was limited and because they believed that education must be of the most thorough kind, the trustees could not expand their school beyond a limited enrollment. These trustees did not feel that they could undertake to operate a junior college because of their financial limitations. Nevertheless, the demand continued for a place for these young people to attend college. The Board of Education of Houston became very much interested in this proposed school and invited professors from the University of Texas to advise them, but these professors thought that it not only

would be unwise but impossible to operate such a school on a self-sustaining basis.

After much discussion, the board of education authorized the Superintendent to establish a junior college for each of the two groups, white and colored, with the provision that such colleges should be self-sustaining and should not at any time create a debt on the Houston Independent School District. With these specific limitations, the junior college was opened for the colored students in the spring of 1927 and for the white students in the summer of 1927. In order to establish a bank account, two thousand dollars was borrowed from the board of education and was repaid at the end of the first operating year.

THE BEGINNING

I have vivid recollections of the first summer assembly of the Junior College. Less than three hundred students were present. Most of them were eager to begin their college careers, but there were also some who had attended other colleges and, because of circumstances, did not do so well. However, the Junior College with its new faculty began its regular school year the following autumn with a fine student body and a fine faculty. The colleges had some disadvantages. First, the classes had to meet in high-school buildings after school hours from four until ten in the evening. The colleges did prove well their mission in serving the group of young people, as most of the students worked during the daytime and attended school at night.

Both colleges grew rapidly and the demand soon developed to extend these colleges to four-year institutions. In 1933, the board of education authorized the Superintendent to present a bill to the legislature of Texas creating the University of Houston. This bill was passed by the 43rd Texas Legislature in October, 1933. On April 30, 1934, the Board of Education by resolution established the University of Houston in the Houston Independent School District and gave to it a Charter for its operation. Because of the broad scope and purpose

underlying the establishment of the University, I am quoting herewith the Charter and the action of the board of education.

CHARTER OF THE UNIVERSITY OF HOUSTON

WHEREAS, The Board of Education of the Houston Independent School District, at its regular adjourned meeting held on April 30, 1934, did by certain resolutions authorize the establishment and define the authority of the University of Houston, which resolutions are hereby affirmed, and

WHEREAS, It is now desirable for the Board of Education to give expression of the purposes motivating this undertaking;

Therefore, be it Resolved, that the Board of Education adopt the following as an expression of the purposes, social import, and fundamental principles and delegate to the University of Houston the use of this charter in giving to the public an adequate understanding of its work:

ARTICLE I

We believe that the continuance of democracy depends upon an organized public educational program which must become a continuous, lifelong, educational process in co-operative study of the economic, political, social, and cultural realities of everyday life. Such an educational program is needed to provide a background for intelligent citizenship. The present greatly accelerated social and economic changes demand readjustments which in a democracy depend upon voluntary, concerted action; such voluntary co-operation can be secured only by an informed people. The education of our citizens to meet the issues of life must develop the qualities of open-mindedness, adaptability, and a willingness to work together for the common welfare. Although individual initiative must be maintained, citizens of a truly democratic society must become aware of the evils of selfishness and narrow individualism. They must be able to comprehend and to judge intelligently the plans of their leaders grappling with the common problems of life.

ARTICLE II

We believe that the responsibilities of the University of Houston, shared with the citizens of the community, are:

1. To provide an educational program which will serve public welfare constructively.
2. To cultivate within individuals a better understanding of the richness of our physical, social, and spiritual inheritance, to the end that more intelligent leadership and co-operative effort may be assured.
3. To promote greater individual self-realization and personal satisfaction through a better adjustment of the individual to his work in some worthy service for the betterment of society.
4. To assist modern industry in obtaining more intelligent leaders and workers.
5. To encourage the constructive use of leisure time.
6. To promulgate social integration through open-minded inquiry and public discussion in order to prevent or to overcome apathy, prejudice, and selfish aggrandizement.

(Article III embodies the provisions of the enabling act to begin organization of the University of Houston.)

The foregoing resolution was adopted at a meeting of the Board of Education on the ninth day of June, 1934, to which the undersigned duly certify.

BOARD OF EDUCATION
Houston Independent School
District

THE UNIVERSITY GROWS UP

The University of Houston began its work in the same high-school buildings with the junior colleges, being authorized to confer Associate and Bachelor degrees upon completion of the prescribed two-year and four-year courses. Enrollment continued to grow until the University had outgrown the high-school facilities and was compelled to find new quarters to house its student body and to provide for needed expansion in the way of new courses and new facilities. The pressing need for a new campus and for a new home for the University became so great that the Board of Education authorized the Superin-

tendent, acting as President of the University, to seek donations for a new campus.

Shortly after the announcement made at a meeting of the Board of Education that the University of Houston would accept a free site, eight offers were presented. Some sites were considered too small. Others were not entirely free. After a few years of study and deliberation, and with the assistance of interested citizens, the donation of an acceptable site was finally concluded.

Thirty-five acres were donated by one of Houston's leading citizens, Ben Taub, and seventy-five acres were donated by the J. J. Settegast heirs. The University is indebted to these men and women for the beautifully wooded one-hundred-ten acre site. Located within two and one half miles of the Court House, it is within easy travel distance for most of its students. To these donors the present students and the thousands of students of the future are indebted for laying the foundation of permanence for an institution started and maintained for the workers and by the workers of Houston — workers who demanded more education.

Following acceptance of the site, careful plans were made for the university of today and the university of the future. A complete campus plan was so designed that each step in future building programs might enhance the natural beauty of the site as well as serve the intended educational purpose more adequately. Architectural design of the buildings is modified modern, simple and attractive. This design has been chosen for its beauty, modernity, and simplicity.

ITS NEW HOME

The campus plan consists of three quadrangles and the recreation center. The north quadrangle is to be developed for the College of Commerce and Industry; the center quadrangle for the College of Liberal Arts and Science; and the south quadrangle for the College of Fine Arts and Music. The eastern fourth of the campus will provide space for recreational facilities.

Teachers College Journal

THE PRESENT CAMPUS AND BUILDINGS

The campus plans spoken of above were the ones for the original campus prepared before buildings were built. Since this time, the campus has grown until it now contains two hundred and fifty acres. There are at present five buildings on the campus built from monies donated by Houston's leading citizens: (1) The Roy Gustav Cullen Building in which are located most of the class rooms, administrative offices, and library. Funds for this building were donated by Mr. and Mrs. H. R. Cullen. (2) The Science Building, in which are located the science laboratories and the art studios. This building was built from funds donated by citizens of Houston. (3) The Industrial Building, in which are located the vocational and technical shops, was built from monies donated by leading industrial firms. (4) The Recreational Building, center of student activities and physical education, was built from funds accrued by the University from operating expenses. (5) Air Craft Building, financed out of current revenues, provides for classes and a shop for pilot and air-craft-mechanics training.

The value of the investment in the University campus and buildings now exceeds \$3,000,000. In the year 1934, the University opened with an enrollment of eleven hundred students. In 1942, over five thousand students attended classes in the different branches of the University.

PROGRESS OF THE UNIVERSITY

The University of Houston is operated under the board of education. The superintendent of the city schools serves as president without compensation. The University has at present no tax support and has been operated on a self-sustaining basis, having accumulated more than one half million dollars cash during the period of the past ten years. The University has distinguished itself in a number of fields of endeavor. In March, 1941, it opened the first Naval School to be established in a college during this war period. The University has extended its services to indus-

try, having at one time more than one thousand students enrolled in one of the large industries. Several of these centers are still operating as training divisions. The University has expanded the curriculum in the field of science, particularly in engineering courses, music, fine arts, social sciences, teacher education, nursing education, and business. More than seven hundred nurses in training now are enrolled regularly in the University. The University sends instructors to five of the large hospitals to give basic science and related work as well as regular first-year college subjects related to the nursing-education program.

The most recent expansion is the development of the Junior College Division which is taking over the adult vocational program, providing both technical and vocational training for those who do not desire the academic courses in the junior college years. The University has taken the initiative in providing education for the returning veterans. More than one hundred now are enrolled in vocational and technical courses. The prospects are that this number will be doubled or tripled in the next year or two. At one time there were more than one thousand students enrolled in the Navy School and several hundred more in the Civil Aeronautics Division for both the Army and Navy.

The progress of the University has been due largely to the interest of Houston's citizens. It has become Houston's university in a real sense because all of the people of Houston are interested in its development. The Chamber of Commerce has assisted in many ways and the various civic organizations are providing scholarships. Recently, several students from the Latin-American countries have attended the University due to the scholarships granted by these organizations. This University is the largest municipal university in Texas and perhaps the only university of its size in the nation operated without tax funds. At this date it has no debts and has never had a deficit in its op-

erating funds, even in the extreme period of the war when the enrollments dropped so severely.

From all present indications, there will be renewed interest in adult education in the postwar period. The University is planning to expand its services to include all types of technical and general courses which may be required for those who must readjust themselves to new types of employment. To this end, the University has appointed a planning committee of the faculty and members of the advisory board. This committee is already at work laying plans for complete community surveys which will serve the basis for the new types of curricula and schools which need to be added.

Among the postwar considerations are: (1) a complete School of Technology; (2) a greater expansion of the Engineering School; (3) development of a School of Petroleum Engineering and courses related to the oil industry; (4) the expansion of buildings and facilities in the School of Fine Arts; (5) provision for enlarged scope and program of graduate work; (6) additional buildings for the Liberal Arts Colleges; (7) development of more centers for adult education; (8) expansion of the Downtown School; (9) establishment of a community research program; (10) expansion of library facilities; (11) establishment of more completely organized bureau of guidance, admissions, and placement; (12) complete reorganization and development of facilities for health and physical education; (13) the establishment of professional graduate schools, particularly for engineers, technicians, and builders who need re-education in postwar developments; (14) the development of courses for specialized training in foreign trade, merchandizing, and transportation; (15) the development of a four-year course in nursing education, including emphasis upon public-health nursing and problems of municipal sanitation; (16) further expansion of the extension program; and (17) development of dormitory facilities.

This, on paper, looks like a very ambitious program and yet it has been the experience of those who have helped to develop the University that community groups, when they become sufficiently interested, are quite willing to expend every effort to have such added facilities convenient for educational courses which can be carried on in connection with the daily work. The program is not too ambitious when the growth and development of Houston is studied. Twenty years ago Houston was a city of one hundred and sixty thousand; today, it is more than half a million. Added to this population may be included, for the services of the University, more than another half million within less than fifty-mile radius of the University.

From this brief description, it is easy to see that the University is out of its swaddling clothes. In fact, the community has become so interested that it has provided an advisory board of fifteen of the leading citizens, who are devoting their time to the development of the University. If some of the plans that are dreamed of can be matured in the next ten or fifteen years, the University of Houston will be one of the foremost municipal universities in the United States. It should remain the capstone of the public educational system. It must become the center of training and culture for greater Houston. Furthermore, if these things can be accomplished, they shall become great monuments reflecting the wisdom of its citizens greater than the mere structures of stone, steel, and mortar.

Spiritually, the University hopes to become a great cathedral of learning dedicated to American ideals and to the service of all who desire more abundant life. These are the things envisioned in the charter which provided for the foundation of the University of Houston. The hope of America is that all local communities will realize the need for much continued education. The world should now be awakened to the problem of salvaging its civilization, for civilization is a race between education and

catastrophe. The processes of education are necessarily slow but are our only certain way to create constructive and enduring progress in a democracy.

(Dr. Oberholtzer's next and final article will be, "Some Council for Young Teachers.")

Crawford . . .

(Continued from page 49)

city supervisory staffs were invited to share in the observations and discussions so that the teaching and administrative staffs would have a common understanding and purpose.

Participants reported that through the workshop experiences they had developed:

1. "A point of view. Nutrition education was seen not as a one-person job but an area of work that required the close co-operation of all, particularly those working in the fields of elementary education, home-economics education, health education, and nutrition education. Moreover, it was important that nutrition education become a natural but important part of the living and teaching which take place during the school day.

2. "Insights. The group recognized the broadness of the problem, the relationships of nutrition to the total development of the child, and the place of nutrition education in the whole curriculum.

3. "Changed attitudes. Individuals saw their contributions to the college groups in relation to the contributions which were needed from all departments.

4. "Exchange of ideas. Individuals recognized the need for continued stimulation through the exchange of ideas brought about in some organized way. Such exchange was suggested for the workshop group, and for the U. S. Office of Education in relation to the group.

5. "The nation-wide movement represented in the Nutrition Program. A number of persons frankly indicated that previous to the workshop, theirs had been rather narrow, local points of view, which had been enlarged by

the new contacts made through the workshop.

6. "The mechanics of setting up a workshop. The group identified problems and called attention to ways in which the two-week experience could have been made more valuable. Recognition was given to the fact that certain elements were beyond the control of the planning group."¹

The workshop committee appreciated the co-operation given by our administrators, President Tirey and Dean Grinnell. Invaluable help was given also by many Indiana State Teachers College staff members whose names have not been mentioned here.

As a follow-up of the work done last summer, Indiana State Teachers College plans to have a workshop this summer for teachers and supervisors in the fields of elementary education, home economics, health education, and related areas, followed by a two-day conference for administrators and city supervisors.

Suitable Experiences . . .

(Continued from page 60)

Working out a canning budget for the home and the school lunch.

Canning vegetables from the garden.

Serve milk or juices at school.

Make a products map of the United States showing the states from which our fresh vegetables come.

An egg in the shell weighs an average of two and one half ounces. What will twelve eggs weigh? Which is cheaper, a dozen eggs or thirty ounces of steak from your grocer?

Choose a growth food and write down all the ways this food can be prepared. After a time, for example, five minutes, see who has the most. Compare lists.

Ask mother to help you list five sandwiches that help to make a good lunch. Be sure the filling has a great deal of food value.

¹A Nutrition Workshop Comes to the Campus. U. S. Office of Education, September, 1944, pp. 18-19.